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ABSTRACT

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in health education. The test covers eight subareas: (1) personal health; (2) nutrition; (3) human growth and development; (4) human sexuality and family living; (5) drugs; (6) safety, first aid, and emergency treatment; (7) community and consumer health; and (8) school health programs. This guide lists content objectives and suggested references for study in each of the eight subareas. (JMK)

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STUDY GUIDE FOR TCT IN HEALTH EDUCATION

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Georgia Teacher Certification Testing Program

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
Division of Staff Development
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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

Study Guide for TCT in Health Education

Georgia Teacher Certification Testing Program

Field 027: Health

Introduction

The suggested references which are keyed to the published content objectives of the Georgia Teacher Certification Test (TCT) in Health should be helpful to educators preparing to take the test. The Health test was developed by the National Evaluation Systems, Inc. and health educators in the state of Georgia.

Several texts and sources have been listed for each objective. The listing of numberous sources does not mean that all are needed to grasp a particular concept or meet a given objective. Some examinees will have better access to some sources than to others. Additionally, in some cases several objectives have been referenced to the same readings. This is because those readings cover several topics. There are many other excellent books which were not listed due to limited space.

The following health educators volunteered their time to develop the enclosed list of references keyed to the published objectives to assist examinees in their preparation for the Health test:

Barbara Wilks, University of Georgia, Athens
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May, 1983
Georgia Department of Education
Atlanta, Georgia

Study Guide for TCT in Health Education

Georgia Teacher Certification Testing Program

Field 027: Health

I. PERSONAL HEALTH

Hoffman, Norman, A New World of Health, McGraw Hill Book Co., 1977

Carroll, Charles and Dean Miller, Health, The Science of Human Adaptation, Wm.C. Brown Company Publishers, Dubuque, Iowa, 1982

Jones, Kenneth, Shainberg and Byer, Health Science, Harper & Row Publishers, 1978

Whaley, Russell, Health, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1982

Marley, William P., Health & Physical Fitness, CBS College Publishing, 383 Madison Avenue, New York, NY, 1982

Jones, Kenneth et al., Dimensions, A Changing Concept of Health, Harper & Row Publishers, 1982

Smolensky, Jack, Principles of Community Health, Saunders College Publishing, 383 Madison Avenue, New York, NY 1982

II. NUTRITION

Combs, Hales, Williams, An Invitation to Health, Reading, Mass.: The Benjamin Cummings Publishing Co., Inc. 1980

Jones, Shainberg, Byer, Health Science Third Edition, Harper & Row Publishers, New York, 1976

Runyan, Thora J., Nutrition for Today, Harper and Row Publishers, New York, 1976

Turner, Claire E., Personal and Community Health, C. V. Mosby, Co., St. Louis, 1979

Wenck, Baren, Martin, Dewan, Nutrition, Reston Publishing Co., Inc. 1980

III. HUMAN GROWTH AND DEVELOPMENT

Combs, Hales, Williams, An Invitation to Health, The Benjamin Cummings Publishing Co., Inc. 1980

Insel, Paul and Walton Roth, Core Concepts in Health, Mayfield Publishing Co., Second Edition, 1979

Bucher, Charles, Einar A. Olsen and Carl E. Willgoose, The Foundation of Health, Prentice-Hall Inc. 2nd Edition, 1976

Kogan, Benjamin A. Health, Harcourt, Brace, Jovanovich, Inc. 3rd., 1980

Sinacore and Sinacore, Health, A Quality of Life, Macmillan Publishing Co., Inc. 3rd Edition, 1982

Schifferes, Justus and Robert Synovitz, Healthier Living, John Wiley and Sons, 4th Edition, 1979

Fitch, Kenneth and Perry Johnson, Human Life Science, Holt, Rinehart and Winston, 1977

CRM Random House, 2nd Edition. Life and Health, 1976

Turner, C.E. Personal and Community Health, The Mosby Company, 14th Ed. 1971

Brooks, Stewart M. and Natalie A. Brooks, Turner's Personal and Community Health, The C.V. Mosby Company, 1979, Fifteenth Edition

III. HUMAN GROWTH AND DEVELOPMENT (continued)

Smolensky, Jack, Principles of Community Health, Saunders College Publishing, 1982 Fifth Edition
Jones, Kenneth L., Shainberg, Louis W. Byer, Curtis O. Principles of Health Science, Harper and Row Publishers, 1980 Second Edition
Fassbender, William, You and Your Health, John Wiley and Sons, 1980, Second Edition
Sinacore, John S. and Angela C., Introduction to Health, A Vital Issue, Macmillan Publishing Company, Inc., 1975
Reed-Flora, Rosalind and Thomas A. Lang, Health Behaviors, West Publishing Company, 1982
Nemir, Alma and Schaller, Warren E. The School Health Program, Fourth Edition, Philadelphia: W. B. Saunders Co., 1975

IV. HUMAN SEXUALITY AND FAMILY LIVING

Edlin, Gordon and Golanty, Eric, Health and Wellness: Boston Mass.: Science Books International, 1982
Insel, Paul and Roth, Walton T., Core Concepts in Health, 2nd Edition, Palo Alto, Cal.: Mayfield Publishing Co., 1979
Jones, Kenneth L, Shainberg, Louis W., and Byer, Curtis O., Dimensions, A Changing Concept of HEALTH, 5th Edition: New York, NY: Harper and Row Publishers, Inc., 1982
Reed-Flora, Rosalind and Lang, Thomas A., Health Behaviors: St. Paul, Minn.: West Publishers, 1982
Health Management, Promotion and Self Care, Inglewood, Colo.: Morton Publishing Co., 1982

V. DRUGS

Cornacchia, Smith and Bentel, Drugs in the Classroom, St. Louis: C. V. Mosby and Co. 1978
Dupont, Goldstein and O'Donnell, Editors: Handbook on Drug Abuse Washington, DC: NIDA. 1979
Engs, Responsible Drug and Alcohol Use, New York: Macmillan Publishing Co. 1979
Estes and Heinmann: Alcoholism-Development, Consequences, and Interventions, St. Louis: CV Mosby and Co. 1977
Girdano and Dusek: Drug Education: Content and Methods, 3rd Edition, Reading MA: Addison-Wesley Publishing Co., 1980
Julien: A Primer of Drug Action, 3rd Edition, San Francisco: W.H. Freeman and Co., 1981
National Commission on Marihuana and Drug Abuse: Drug Use in America: Problem in Perspective, Washington, DC: Superintendent of Documents, 1973
Ray: Drugs, Society, and Human Behavior, 2nd Edition, St. Louis: CV Mosby and Co. 1978
Secretary of Health and Human Services: Alcohol and Health, 4th Special Report . . . Washington, DC. NIAAA, 1981
Secretary of Health and Human Services: Marijuana and Health, 8th Annual Report . . . Washington, DC.: NIDA, 1980
Surgeon General: Smoking and Health, Washington, DC: Superintendent of Documents, 1979

VI. SAFETY, FIRST AID, AND EMERGENCY TREATMENT

American Red Cross. Advanced First Aid and Emergency Care, New York Doubleday & Company, Inc. 1979
Hafen and Peterson. First Aid for Health Emergencies, St. Paul: West Publishing Company, 1977
MROZ. Safety in Everyday Living, Iowa: Wm. C. Brown Co. 1978

VII. COMMUNITY AND CONSUMER HEALTH

Carroll, and Miller: Health, The Science of Human Adaptation, Iowa: Wm. C. Brown Co., 1982
Association for the Advancement of Health Education. Teaching Occupational Health & Safety at the Secondary & College Level, Virginia: AAHPERD Publications, 1981
Brown: Community Health, An Introduction for the Health Professional, Minneapolis: Burgess Publishing Co. 1981
Schaller & Carroll: Health, Quackery & The Consumer, Philadelphia: W. B. Saunders Co., 1976

VIII. SCHOOL HEALTH PROGRAMS

Greene, Jenne, Legos: Health Education in the Elementary School, New York: Macmillan Publishing Co., Inc., 1978
Oberteuffer, Harrelson, Pollock. School Health Education Fifth Edition. New York: Harper and Row, 1972
Stone, O'Reilly, Brown: Elementary School Health Education. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1976
Sorochan and Bender: Teaching Elementary Health Science 2nd Edition Reading MA: Addison-Wesley Publishing Company, 1979
Meeks, Heit, Pottebaum: Teaching Health Science. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1981
Nemir, The School Health Program. Philadelphia: W. B. Saunders, Co., 1970

Georgia Teacher Certification Testing Program

Field 027: Health Objectives and Suggested References

I. PERSONAL HEALTH

Demonstrate an understanding of the reciprocal relationship between the individual and the environment (e.g., crowding, pollution, interpersonal relationships, ecological model of health).

Hoffman pp. 2-20
Carroll & Miller pp. 601-623
Jones, et al.(1978) pp. 4-18

Identify life-style factors that influence personal health (e.g., physical activity, eating habits, drug use).

Whaley pp. 3-7
Marley pp. 6-8

Identify principles and/or methods of preventive methods of personal dental care (e.g., brushing, flossing, diet, utilization of dental services).

Jones, et al.(1978) pp. 268-272

Demonstrate an understanding of the development and/or maintenance of cardiovascular of muscular endurance (e.g., threshold of training--intensity, duration, frequency).

Whaley pp. 196-203
Marley pp. 180-210
Carroll & Miller pp. 393-417

Demonstrate an understanding of the development and/or maintenance of strength or flexibility (e.g., overload, range of motion, progression).

Marley pp. 305-316
Hoffman pp. 148-156

Identify the factors to be considered in developing an individual fitness program (e.g., age, medical history, environment, cost).

Whaley pp. 125-247
Marley pp. 249-290
Hoffman pp. 156-165
Carroll & Miller pp. 504-514

I. Personal Health (continued)

Demonstrate an understanding of the importance and/or benefits of personal fitness (e.g., stress reduction, body image, weight control, mental health, health risk reduction).

Whaley pp. 174-190
Marley pp. 118-152
Carroll & Miller pp. 487-501
Jones, et al.(1982) pp. 205-231

Identify basic needs of the individual (e.g., Maslow's hierarchy).

Whaley pp. 22-24
Carroll & Miller pp. 95-97
Jones, et al.(1982) pp. 6-10
Jones, et al.(1978) pp. 23-35

Analyze the interaction between mental, physical, and social health (e.g., psychosomatic illness, will to live, life stress, life changes).

Whaley pp. 14-17

Identify causes, symptoms, and/or techniques for coping with or reducing stress.

Whaley pp. 29-42
Smolensky pp. 241-251
Carroll & Miller pp. 126-156
Jones, et al.(1982) pp. 13-20
Jones, et al.(1978) pp. 55-72

Identify the causes and/or characteristics (symptoms) of mental and/or emotional disorders (e.g., anxiety, depression, alienation).

Smolensky pp. 231-240
Hoffman pp. 88-94
Carroll & Miller pp. 121-156
Jones, et al.(1982) pp. 45-48
Jones, et al.(1978) pp. 74-87

Identify approaches to or services for the treatment and/or prevention of mental illness (e.g., hotlines, stress management, positive parenting classes, community mental health centers).

Whaley pp. 45-57
Smolensky pp. 234-240
Hoffman pp. 95-105
Carroll & Miller pp. 156-162
Jones, et al.(1982) pp. 48-65

I. Personal Health (continued)

Identify major types, symptoms, and/or effects of sexually transmitted diseases (STD).

Whaley pp. 236-241
Smolensky pp. 340-347
Hoffman pp. 445-454
Carroll & Miller pp. 379-392
Jones, et al.(1982) pp. 407-420
Jones, et al.(1978) pp. 743-761

Identify methods of prevention and/or control of sexually transmitted diseases (STD).

Whaley pp. 241-243
Hoffman pp. 454-456
Jones, et al.(1982) pp. 420-422
Jones, et al.(1978) pp. 763-766

Identify techniques for prevention, early identification and/or control of cancer.

Whaley pp. 204-213
Carroll & Miller pp. 423-440
Jones, et al.(1982) pp. 439-453
Jones, et al.(1978) pp. 641-674

Identify risk factors associated with cardiovascular diseases (e.g., HBP, strokes) and techniques for minimizing those risks.

Marley pp. 14-54
Hoffman pp. 459-480
Carroll & Miller pp. 393-417
Jones, et al.(1982) pp. 425-438
Jones, et al.(1978) pp. 597-630

Identify major noncommunicable diseases (e.g., diabetes, epilepsy, multiple sclerosis, allergies) and/or methods of their prevention, detection, or control.

Whaley pp. 192-196
Carroll & Miller pp. 421-450
Jones, et al.(1982) pp. 455-464
Jones, et al.(1978) pp. 683-698

II. NUTRITION

Identify sources and/or functions of protein in the human diet.

Identify sources and/or functions of carbohydrates in the human diet.

Identify sources and/or functions of fats in the human diet.

Identify sources and/or functions of vitamins in the human diet.

Identify sources and/or functions of minerals in the human diet.

Identify causes or effects of deficiencies and/or excesses in the human diet.

Combs, et al. pp. 252-256
Jones, et al. pp. 192-229
Runyan pp. 53-83, 105-149
Turner pp. 116-129
Wenck, et al. pp. 117-202, 437-458, 463-502

Evaluate a given menu or diet in terms of how well balanced it is (basic food groups, RDAs).

Combs, et al. pp. 256
Jones, et al. pp. 277
Runyan pp. 130-135
Wenck, et al. pp. 577

Demonstrate an understanding of healthy methods of weight control.

Combs, et al. pp. 277-282
Jones, et al. pp. 199-229
Wenck, et al. pp. 89

Identify food and/or diet fads and/or their effects.

Identify food-related health hazards (e.g., additives, dyes, botulism) and/or methods of minimizing or preventing them.

Identify causes, problems, and/or solutions to hunger or malnutrition (e.g., cost, food supply, aid organizations).

Combs, et al. pp. 252-276, 283
Runyan pp. 385-415
Turner pp. 135-145
Wenck, et al. pp. 23 and 57

III. HUMAN GROWTH AND DEVELOPMENT

Analyze the structure and/or functions of the human musculoskeletal (muscular and skeletal) system.

Combs, et al. pp. 438-439
Bucher, et al. pp. 251-257
Kogan pp. 233-246
Schifferes & Synovitz pp. 141-145
Fitch & Johnson pp. 401-414
CRM Random House pp. 6-12
Turner pp. 133, 302
Fassbender pp. 273-276

Analyze the structure and/or functions of the human respiratory system.

Bucher, et al. pp. 256-257
Kogan pp. 217-218
Schifferes & Synovitz pp. 125-128
Fitch & Johnson pp. 335-341
CRM Random House pp. 15-17
Turner pp. 263-266
Brooks & Brooks pp 78-82
Fassbender pp. 350-352
Reed-Flora pp. 353-355

Analyze the structure and/or functions of the human circulatory system.

Combs, et al. pp. 440-441
Insel & Roth pp. 450-451
Bucher, et al. pp. 357-363
Kogan pp. 93-94, 248
Schifferes & Synovitz pp. 334-343
Fitch & Johnson pp. 292-306
CRM Random House pp. 12-15, 20-21
Turner pp. 254-258
Brooks & Brooks pp. 70-76
Jones, et al. pp. 353, 366-369
Fassbender pp. 332-334

Analyze the structure and/or functions of the human nervous system.

Combs, et al. pp. 448-449
Bucher, et al. pp. 13-18
Kogan pp. 144
Schifferes & Synovitz pp. 97-100
Fitch & Johnson pp. 493-508
CRM Random House pp. 26-28
Turner pp. 26-27
Brooks & Brooks pp. 28-33
Jones, et al. pp. 210-215

III. Human Growth and Development(Continued)

Analyze the structure and/or functions of the human genitourinary (excretory and reproductive) system.

Combs, et al. pp. 442-443, 150-155
Insel & Roth pp. 207-208
Bucher, et al. pp. 363-364, 50-58
Kogan pp. 350-361
Schifferes & Synovitz pp. 148-149, 266-272
Fitch & Johnson pp. 373-378, 54-76
CRM Random House pp. 21-23, 28-30, 158-161
Turner pp. 296-298, 91-94
Brooks & Brooks pp. 84-87, 162-165
Jones, et al. pp. 111-118
Fassbender pp. 358, 212-218
Reed-Flora pp. 113-119

Analyze the structure and/or functions of the human digestive system.

Combs, et al. pp. 444-445
Bucher, et al. pp. 202-205
Schifferes & Synovitz pp. 189-192
Fitch & Johnson pp. 228-246
CRM Random House pp. 8, 18-20
Turner pp. 204-211
Brooks & Brooks pp. 106-109
Jones, et al. pp. 60-62
Reed-Flora pp. 226-230

Analyze the structure and/or functions of the human endocrine system.

Combs, et al. pp. 446-447
Bucher, et al. pp. 19-21
Schifferes & Synovitz pp. 149-152
Fitch & Johnson pp. 439-451
CRM Random House pp. 23-24
Turner pp. 38-47
Brooks & Brooks pp. 56-88
Sinacore & Sinacore(1975) pp. 142-143

Identify the characteristics associated with development in preadolescence (e.g., physical, cognitive, social, emotional).

Combs, et al. pp. 245, 14, 16, 246
Kogan pp. 131-133
Sinacore & Sinacore(1982) pp. 26-30
Schifferes & Synovitz pp. 31, 36
CRM Random House pp. 44, 227-229
Turner pp. 18
Brooks & Brooks pp. 203-204
Fassbender pp. 4-6, 10-13
Sinacore & Sinacore(1975) pp. 148-151
Nemir & Schaller pp. 14-28, 29-36

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III. Human Growth and Development(Continued)

Identify the characteristics associated with development in adolescence (e.g., sexual, physical, cognitive, social, emotional).

Combs, et al. pp. 246, 149, 245, 16-18
Bucher, et al. pp. 24-27, 42-48
Kogan pp. 131-132
Schifferes & Synovitz pp. 37-45, 239-244, 31, 37, 82
CRM Random House pp. 37-41, 44-47
Turner pp. 19-20, 88-89
Brooks & Brooks pp. 34, 160-161, 200, 203-204
Fassbender pp. 14-16, 11-12
Sinacore & Sinacore pp. 148-151, 178-183

Identify the characteristics associated with development in adulthood (e.g., social, emotional).

Combs, et al. pp. 17
Bucher, et al. pp. 24-27, 42-48
Kogan pp. 133
Sinacore & Sinacore(1982) pp. 26-30, 78-82
Schifferes & Synovitz pp. 82, 18-20, 30-45, 237-244
CRM Random House pp. 43-44, 37-41, 141-145
Turner pp. 72, 19, 75
Brooks & Brooks pp. 185-186, 187-205
Jones, et al. pp. 239-246, 237-238
Fassbender pp. 52, 192-203
Sinacore & Sinacore(1975) pp. 148-151, 184-188
Reed-Flora pp. 25, 29, 151-152

Demonstrate an understanding of issues pertaining to aging (e.g., retirement, death and dying).

Combs, et al. pp. 426, 427
Insel & Roth pp. 119-121, 109-117
Bucher pp. 389-390
Sinacore & Sinacore(1982) pp. 30-32
Schifferes & Synovitz pp. 323-324, 327-328, 325-327
CRM Random House pp. 438-461, 469-474
Fassbender pp. 61-62, 73, 80-94
Reed-Flora pp. 65-79, 87-99

IV. HUMAN SEXUALITY AND FAMILY LIVING

Analyze the structure and/or functions of the male reproductive organs.

Edlin & Golanty pp. 423-425
Insel & Roth pp. 158-160
Jones, et al. pp. 303-306
Reed-Flora pp. 116-119

Analyze the structure and/or functions of the female reproductive organs.

Edlin & Golanty pp. 419-423
Insel & Roth pp. 156-159
Jones, et al. pp. 297-303
Reed-Flora pp. 111-116

Demonstrate an understanding of the process of conception(through implantation).

Edlin & Golanty pp. 467-468
Health Mgmt pp. 372-374
Insel & Roth pp. 207-208
Jones, et al. pp. 363-367
Reed-Flora pp. 119-120

Demonstrate an understanding of the stages of pregnancy.

Health mgmt pp. 371-380
Insel & Roth pp. 208-211
Jones, et al. pp. 363-369
Reed-Flora pp. 119-124

Demonstrate an understanding of the process of childbirth (e.g., normal, breach, caesarean).

Edlin & Golanty pp. 483-487
Health Mgmt pp. 383-389
Insel & Roth pp. 223-230
Jones, et al. pp. 371-375
Reed-Flora pp. 124-127

Identify the major factors affecting family planning (e.g., socioeconomic, personal, religious, age, cultural, genetic).

Insel & Roth pp. 181-182
Jones, et al. pp. 338-339

Demonstrate an understanding of methods of contraception (e.g., effectiveness, risk, techniques).

Insel & Roth pp. 181-182
Jones, et al. pp. 338-339

IV. Human Sexuality and Family Living(Continued)

Analyze methods and/or theories of parenting.

Edlin, et al. pp. 466-467
Reed-Flora pp. 213-219

Demonstrate an understanding of critical issues in family living affecting the individual and/or the family (e.g., birth defects, abortion, child abuse, homosexuality, incest).

Health mgmt pp. 203-209
Insel & Roth pp. 166-175
Jones, et al. pp. 288-295
Reed-Flora pp. 184-191

V. DRUGS

Identify consequences of use and/or abuse of narcotics.

Cornacchia, et al. pp. 92-95
Engs Chapter 6
Girdano & Dusek pp. 219-234
Julien pp. 100-116
National Commission pp. 144, 161-163, 173-176
Ray pp. 316-332

Identify consequences of use and/or abuse of alcohol.

Engs pp. 45-75
Estes & Heinmann Chapter 7 & 15
Girdano & Dusek pp. 55-75
Julien pp. 59-69
Secretary of Health-Alcohol Chapters 2-4

Identify consequences of use and/or abuse of caffeine.

Cornacchia, et al. pp. 37. 42-43
Engs pp. 136-137
Girdano & Dusek pp. 160
Julien pp. 90-93
Ray Chapter 9

Identify consequences of use and/or abuse of nicotine.

Cornacchia, et al. pp. 72-79
Engs pp. 175-181
Girdano & Desek pp. 174-176, 182-189
Julien pp. 93-98
Ray pp. 163-181
Surgeon General Chapters 1-3, 14

Identify consequences of use and/or abuse of sedatives or hypnotics.

Cornacchia, et al. pp. 80-82
Dupont, et al. Chapter 21
Engs pp. 75-90
Girdano & Dusek pp. 200-211
Julien Chapters 3, 7
Ray Chapter 12, pp. 288-294

Identify consequences of use and/or abuse of amphetamines or cocaine.

Cornacchia, et al. pp. 69-72
Dupont, et al. Chapters 20, 22
Engs pp. 135-142, Chapter 7
Girdano & Desek pp. 152-164
National Commission pp. 145-146, 160-163
Ray pp. 270-288
Julien pp. 77-87

V. Drugs(Continued)

Identify consequences of use and/or abuse of marijuana.

Dupont, et al. Chapter 32
Julien Chapter 9
Secretary of Health-Marijuana Entire Book

Identify consequences of use and/or abuse of hallucinogens.

Cornacchia, et al. pp. 90-92
Dupont, et al. Chapter 23
Engs Chapter 10
Girdano & Dusek pp. 122-139
Julien Chapter 8
Ray Chapters 16, 17

Identify consequences of use and/or abuse of over-the-counter drugs.

Cornacchia, et al. pp. 41-43
Engs Chapter 11
Girdano & Dusek Chapter 10
Ray Chapter 10

Analyze characteristics of marijuana, alcohol, and/or tobacco dependence (e.g., tolerance, withdrawal).

Cornacchia, et al. pp. 34-36
Dupont, et al. Chapter 30
Estes & Heinmann Chapters 3, 7
Ray pp. 152-155, 181-182
National Commission pp. 120-147
Secretary of Health-Alcohol Chapters 3,4
Secretary of Health-Marijuana pp. 26-28
Surgeon General Chapter 16

Analyze psychosocial and/or economic causes or effects of marijuana, alcohol, and/or tobacco use or abuse.

Cornacchia, et al. Chapter 3
Dupont, et al. Chapters 30, 33
Estes & Heinmann Chapters 14, 16, 17, 18, 19
Girdano & Dusek pp. 21-29
Ray pp. 3-23
Secretary of Health-Alcohol Chapter 4
Surgeon General Chapter 18

Identify medical uses of a given drug.

Julien Chapters 2-9
Engs Chapters 1, 12

V. Drugs(Continued)

Demonstrate an understanding of methods of drug treatment and/or rehabilitation.

Cornacchia, et al. Chapter 8
Dupont, et al. Chapters 2-18
Estes & Heinmann Chapters 20-30
National Commission pp. 301-345
Secretary of Health-Alcohol Chapters 6, 7
Surgeon General Chapter 19, 22

Demonstrate an understanding of strategies for the prevention of drug abuse (e.g., peer counseling, alternatives, assertiveness training, positive parental role, school and community organizations).

Cornacchia, et al. Chapters 5, 6, 7, 9, 10
Dupont, et al. Chapters 40, 42
National Commission pp. 346-366
Secretary of Health-Alcohol Chapter 5
Surgeon General Chapter 23

VI. SAFETY, FIRST AID, AND EMERGENCY TREATMENT

Identify types and/or causes of common accidents.

American Red Cross pp. 17-21, 25, 46-63, 65, 84, 95, 119, 134, 147, 151, 155
Hafen & Peterson pp. 1-10
MROZ pp. 1-24

Analyze methods used to prevent accidents.

ARC pp. 19
MROZ

Identify types and/or functions of accident prevention (e.g., fire department, National Safety Council, Red Cross, Police Department).

MROZ pp. 104-105, 47, 172, 188, 194, 201, 204, 210, 212

Identify basic rules and/or principles of home safety (e.g., fire, childproofing, falls, shocks).

MROZ pp. 10-24

Demonstrate an understanding of the prevention and/or emergency treatment of conditions due to extremes of heat or cold (e.g., heatstroke, heat exhauston, hypothermia).

ARC pp. 134-144, 147-150, 151-153
Hafen & Peterson pp. 235-250

Demonstrate an understanding of emergency treatments for bleeding.

ARC pp. 28-37, 202-224
Hafen & Peterson pp. 103-122

Demonstrate an understanding of emergency treatments for burns or shock.

ARC pp. 59-64, 134-144
Hafen & Peterson pp. 33-48, 223-234

Demonstrate an understanding of emergency treatments for sprains or fractures.

ARC pp. 155-201
Hafen & Peterson pp. 251-290

VI. Safety, First Aid, and Emergency Treatment(Continued)

Demonstrate an understanding of emergency treatments for poisoning (e.g., animal bites, drug overdose, insect bites)

ARC pp. 95-117
Hafen & Peterson pp. 161-122

Demonstrate an understanding of cardiopulmonary resuscitation (CPR) techniques.

ARC pp. 65-83
Hafen & Peterson pp. 57-102

Demonstrate an understanding of emergency treatments for choking.

ARC pp. 75-80
Hafen & Peterson pp. 324, 139

Identify the appropriate service to contact in a particular emergency (e.g., Poison Control, EMS, paramedics).

Hafen & Peterson pp. 166
MROZ pp. 125-126

VII. COMMUNITY AND CONSUMER HEALTH

Identify causes, effects, and/or prevention of water pollution.

Carroll & Miller pp. 613-618

Identify causes, effects, and/or prevention of soil or noise pollution.

Carroll & Miller pp. 618-620

Identify causes, effects and/or prevention of radiation or chemical pollution (e.g., pesticides, herbicides, nuclear waste, PCB, asbestos).

Carroll & Miller pp. 602, 623-626, 429, 440, 34

Identify environmental health problems associated with the work place.

Asso. for Advancement of Health Education

Identify characteristics and/or functions of voluntary health agencies (e.g., Heart Association).

Brown pp. 111-124
Carroll & Miller pp. 586, 589, 596-598

Identify functions and/or responsibilities of public health agencies (e.g., county, state, local, regional).

Brown pp. 87-110
Carroll & Miller pp. 586-590

Identify characteristics and/or functions of outpatient health services (e.g., clinics, physician's office, emergency room, primary care facilities).

Brown pp. 60-61, 183, 40, 196, 183
Carroll & Miller pp. 531, 525-527

Demonstrate an understanding of the effects of fraud or quackery on personal health.

Carroll & Miller pp. 544, 556-563, 560
Schaller & Carroll

Analyze the influence of advertising on the selection of health products and/or services.

Schaller & Carroll pp. 32-40, 64, 66, 177, 203, 219, 270, 281

VII. Community and Consumer Health(Continued)

Demonstrate an understanding of provisions of major federal food and drug laws.

Carroll & Miller pp. 544, 550, 565, 590
Schaller & Carroll pp. 3, 138, 147, 217, 221, 263, 265, 268, 270

Identify consumer protection agencies or their functions.

Brown pp. 189-190, 197-199
Schaller & Carroll pp. 37-164

Select the appropriate health service for a given situation(e.g., community mental health center, physician, specialist).

See other sources listed for Community and Consumer Health subarea.

VIII. SCHOOL HEALTH PROGRAMS

Demonstrate an understanding of the purpose of a health curriculum scope and sequence.

Greene, et al. pp. 21-27
Oberteuffer, et al. pp. 46-54, 69-73
Stone, et al. pp. 240-248

Identify strategies for integrating health objectives with other curricula.

Greene, et al. pp. 25
Stone, et al. pp. 243-4, 300
Sorochan & Bender pp. 135

Identify types or purposes of student assessment (e.g., needs, progress).

Sorochan & Bender pp. 208-229
Greene, et al. pp. 372-383

Identify instructional methods appropriate for the development of cognitive, affective, and/or behavioral skills.

Meeks, et al. pp. 115-137

Identify types and/or functions of resources or materials used in health instruction.

Meeks, et al. pp. 139-170

Demonstrate an understanding of the purpose and/or methods of health screening programs (e.g., vision, hearing, dental, scoliosis).

Nemir pp. 53-58, 70, 75-78, 95-98, 136-141
Stone, et al. pp. 165-168

Identify signs or symptoms associated with student health problems which can be observed in the classroom.

Sorochan & Bender pp. 72-97, 56-57
Stone, et al. pp. 162-163

Identify the purpose of or techniques for maintaining student health records (e.g., special health concern, confidentiality).

Stone, et al. pp. 163-164
Nemir pp. 334

VIII. School Health Programs(Continued)

Identify appropriate procedures for referral or follow-up of student health problems.

Sorochan & Bender pp. 95-96

Demonstrate an understanding of the characteristics of the healthful physical school environment (e.g., lighting, heat, paint, sanitation, playground apparatus).

Sorochan & Bender pp. 119-141

Demonstrate an understanding of the characteristics of the healthful psychosocial school environment (e.g., teacher-student interaction, scheduling, stress management, supportiveness).

Sorochan & Bender pp. 73-96